

Teaching and Examination Regulations

Master programme in Human Movement Sciences: Sport, Exercise & Health Faculty of Behavioural and Movement Sciences

Academic year 2019-2020

A. faculty section

B1. programme specific section - general provisions

B2. programme specific section – content of programme

Index

Section A: Faculty section	4
1. General provisions	4
Article 1.1 Applicability of the Regulations	4
Article 1.2 Definitions	4
2. Study programme structure	5
Article 2.1 Structure of academic year and educational components	5
3. Assessment and Examination	5
Article 3.1 Signing up for education and interim examinations	5
Article 3.2 Type of examination	5
Article 3.3 Oral interim examinations	5
Article 3.4 Determining and announcing results	6
Article 3.5 Interim examination opportunities	6
Article 3.6 Marks	6
Article 3.7 Exemption	6
Article 3.8 Validity period for results	7
Article 3.9 Right of inspection and post-examination discussion	7
4. Academic student counselling and study progress	7
Article 4.1 Administration of study progress and academic student counselling	7
Article 4.2 Adaptations for students with a disability	7
5. Hardship clause	8
Article 5.1 Hardship clause	8
Section B1: Programme specific – general provisions	9
6. General programme information and characteristics	9
Article 6.1 Study programme information	9
Article 6.2 Teaching formats used and modes of assessment	9
7. Further admission requirements	9
Article 7.1 Intake date(s)	9
Article 7.2 Admission requirements	9
Article 7.3 Pre-Master's programme	10
8. Interim examinations and results	10
Article 8.1 Sequence of interim examinations	10
Article 8.2 Validity period for results	11
Section B2: Programme specific – content of programme	12
9. Programme objectives, specializations and exit qualifications	12
Article 9.1 Workload	12
Article 9.2 Specializations	12

Article 9.3 Programme objective.....	12
Article 9.4 Exit qualifications	12
10. Curriculum structure	12
Article 10.1 Composition of the programme	12
Article 10.2 Compulsory educational components	13
Article 10.3 Elective educational components	13
11. Evaluation and transitional provisions	14
Article 11.1 Evaluation of the education.....	14
Article 11.2 Transitional provisions.....	15

Appendices

Appendix I	Final Qualifications Msc. Programme
Appendix II	Faculty Evaluation Plan

Section A: Faculty section

1. General provisions

Article 1.1 Applicability of the Regulations

1. These Regulations apply to anyone enrolled for the programme, irrespective of the academic year in which the student was first enrolled for the programme.
2. These Regulations enter into force with effect from 1 September 2019
3. An amendment to the Teaching and Examination Regulations is only permitted to concern an academic year already in progress if this does not demonstrably damage the interests of students.

Article 1.2 Definitions

The following definitions are used in these Regulations (*in alphabetical order*) :

- a. academic year: the period beginning on 1 September and ending on 31 August of the following calendar year;
- b. CvB: the Executive Board of Vrije Universiteit Amsterdam.
- c. EC (European Credit): an EC credit with a workload of 28 hours of study;
- d. educational component: a unit of study of the programme within the meaning of the WHW;
- e. examination: the final examination of the Master's programme;
- f. FGV: Faculty joint assembly – assembly of the faculty student council and faculty staff council;
- g. interim examination: an assessment of the student's knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An interim examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination;
- h. joint degree: a degree awarded by an institution together with one or more institutions in the Netherlands or abroad, after the student has completed a study programme (a degree programme, a major or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;
- i. OLC: programme committee;
- j. period: a part of a semester;
- k. practical exercise: the participation in a practical training or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are:
- researching and writing a thesis or dissertation
 - carrying out a research assignment
 - taking part in fieldwork or an excursion
 - taking part in another educational learning activity aimed at acquiring specific skills, or
 - participating in and completing a work placement;
- l. programme: the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature;
- m. SAP/SLM: the student information system (*Student Lifecycle Management*);
- n. semester: the first (September - January) or second half (February - August) of an academic year;

- o. study guide: the guide for the study programme that provides further details of the courses, provisions and other information specific to that programme. The Study Guide (or course catalogue) is available electronically at: <https://www.vu.nl/en/study-guide/>;
- p. subject see 'educational component';
- q. thesis/master research project: a component comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
- r. university: Vrije Universiteit Amsterdam;
- s. WHW: the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- t. workload: the workload of the educational component to which an interim examination applies, expressed in terms of credits = EC credits (ECTS = European Credit and Transfer Accumulation System). The workload for 1 year (1,680 hours) is 60 EC credits.

The other terms have the meanings ascribed to them by the WHW.

2. Study programme structure

Article 2.1 Structure of academic year and educational components

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| 1. The study programme will be offered in a year divided into two semesters. |
| 2. Every semester consists of three consecutive periods of eight, eight and four weeks |
| 3. An educational component comprises 6 EC or a multiple thereof. |
| 4. By way of exception to paragraph 3, Section B may stipulate that an educational component comprises 3 EC or a multiple thereof. The Executive Board has to give permission for this. |

3. Assessment and Examination

Article 3.1 Signing up for education and interim examinations

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| 1. Every student must sign up to participate in the educational components of the programme, the interim examinations and resits. The procedure for signing up is described in an annex to the Student Charter. |
| 2. Signing up may only take place in the designated periods. |

Article 3.2 Type of examination

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| 1. At the student's request, the Examinations Board may permit a different form of interim examination than that stipulated in the course catalogue. If applicable, more detailed regulations on this are included in the Rules and Guidelines for the Examinations Board. |
| 2. In case an educational component is no longer offered in the academic year following its termination, at least one opportunity will be provided to sit the interim examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period. |

Article 3.3 Oral interim examinations

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| 1. An oral assessment is public unless the Examinations Board on request determines otherwise. |
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Article 3.4 Determining and announcing results

1. The examiner determines the result of a written interim examination as soon as possible, but at the latest within ten working days. By way of departure from that stipulated in the first clause, the marking deadline for papers and examinations with at least 50% open questions is no longer than 15 working days, and the marking deadline for theses [and final assignments] is no longer than twenty working days. The examiner will then immediately ensure that the marks are registered and also ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards.
2. The examiner determines the result (i.e. mark) of an oral examination as soon as possible, but at least within 5 working days after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies.
3. In the case of alternative forms of oral or written examinations, the Examinations Board determines in advance how and by what deadline the student will be informed of the results.
4. A student can submit a request for reassessment to the examiner. A request for reassessment does not affect the time period for lodging an appeal.
5. A student may lodge an appeal against the way in which the result was reached with the Examination Appeals Board within six weeks of the announcement of the result.

Article 3.5 Interim examination opportunities

1. a. Per academic year, two opportunities to take examinations per educational component will be offered. b. The options for retaking practical components, work placements and theses are detailed in the relevant work placement manual, teaching regulations or graduation regulations.
2. The most recent mark will apply in the event of a resit. A retake is allowed for both passed and failed units of study.
3. The resit for a (partial) interim examination must not take place within ten working days of the announcement of the result of the (partial) examination being resat.
4. The Examination Board may allow a student an extra opportunity to sit an examination if that student: <ol style="list-style-type: none"> is lacking only those credits to qualify for his or her degree; has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons. The extra opportunity can only be offered if it concerns a written examination, a paper or a take home examination. This provision excludes the practical assignments and the Master's thesis/research projects. Requests for an additional examination opportunity must be submitted to the Examination Board no later than 1 July. If necessary, the method of examination may deviate from the provisions in the study guide.

Article 3.6 Marks

1. Marks are given on a scale from 1 to 10 with no more than one decimal point.
2. The final marks are given in whole or half points.
3. Final marks between 5 and 6 will be rounded off to whole marks: up to 5.5 rounded down; and from (including) 5.5 rounded up. To pass a course, a 6 or higher is required.
4. The Examination Board can allow to use symbols rather than numbers, for example; Good (G), Sufficient (V), or Insufficient (OV), or Completed (VD), not completed (NVD)

Article 3.7 Exemption

1. At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if the student: <ol style="list-style-type: none"> has passed a course component that is at least equivalent in terms of content and level; has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant course component.

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| 2. The Master's thesis/the research project are excluded from this exemption possibility |
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Article 3.8 Validity period for results

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| 1. The validity period of interim examinations passed and exemption from interim examinations is unlimited, unless otherwise specified in Section B. |
| 2. The validity period of a partial examination is limited to the academic year in which it was unless otherwise specified in Section B. |

Article 3.9 Right of inspection and post-examination discussion

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| 1. For twenty working days after the announcement of the results of a written interim examination, the student can, on request, inspect his or her assessed work, the questions and assignments set in it, as well as the standards applied for marking.
The place and time referred to in the previous clause will be announced at the time of the interim examination and/or on Canvas. |
| 2. If a collective post-examination discussion has been organized, individual post-examination discussions will be held only if the student has attended the collective discussion or if the student was unable to attend the collective discussion through no fault of his or her own. The discussion shall take place at a time and location to be determined by the examiner. |

4. Academic student counselling and study progress

Article 4.1 Administration of study progress and academic student counselling

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| 1. The faculty board is responsible for the correct registration of the students' study results. After the assessment of an educational component has been registered, every student has the right to inspect the result for that component and also has a list of the results achieved at his or her disposal in VUnet. |
| 2. Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by <ol style="list-style-type: none"> The Student General Counselling Service Student psychologists Faculty academic advisors |

Article 4.2 Adaptations for students with a disability

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| 1. A student with a disability can, at the moment of submission to VUnet, or at a later instance, submit a request to qualify for special adaptations with regard to teaching, practical training and interim examinations. These adaptations will accommodate the student's individual disability as much as possible, but may not alter the quality or degree of difficulty of an educational component or an examination. In all cases, the student must fulfil the exit qualifications for the study programme. |
| 2. The request referred to in the first paragraph must be accompanied by a recent statement from a physician or psychologist. If possible, an estimate should be given of the potential impact on the student's study progress. In case of a chronic disability a single (one time) request suffices. |
| 3. Students with a disability that can be assessed by a psycho-diagnostic evaluation (e.g. dyslexia, attention-deficit disorder) must provide a statement from a BIG, NIP or NVO registered professional who is qualified to conduct such a psycho-diagnostic evaluation. |
| 4. The faculty board, or the responsible person on behalf of the faculty board, decides on the adaptations concerning the teaching facilities and logistics. The Examinations Board will rule on requests for adaptations with regard to examinations. |
| 5. In the event of a positive decision (possibly with a limited validity) in response to a request as referred to |

in paragraph 1, the student will make an appointment with the study adviser to discuss the details of the provisions.
6. A request for adaptations will be refused if it would place a disproportionate burden on the organization or the resources of the faculty or university were it upheld.
7. If the disability justifies an extension of the interim examination time, the Examinations Board will issue a statement testifying to this entitlement to an extension. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures.

5. Hardship clause

Article 5.1 Hardship clause

In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness and unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examinations Board.

Section B1: Programme specific – general provisions

6. General programme information and characteristics

Article 6.1 Study programme information

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| 1. | The programme Human Movement Sciences: Sport, Exercise & Health, CROHO number 66950 is offered on a full-time basis. |
| 2. | The language of instruction and examination is English |

Article 6.2 Teaching formats used and modes of assessment

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| 1. | The programme uses the teaching formats as specified in the Study Guide. |
| 2. | The modes of assessment used per educational component are specified in the Study Guide. |

7. Further admission requirements

Article 7.1 Intake date(s)

The programme starts on September 1.

Article 7.2 Admission requirements

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| 1. | Admission to the Master's programme is possible for an applicant who has obtained a Bachelor's degree at an institution of academic higher education, and who can demonstrate to possess the following knowledge, understanding and skills:
<u>Knowledge and knowledge-related skills</u> <ol style="list-style-type: none"> knowledge of the anatomical nomenclature, knowledge and understanding of the conceptual aspects of the structure and function of muscles, knowledge and understanding of form and function of joints; knowledge and understanding of the cardiovascular and respiratory system and the human energy systems and basic knowledge of and skills in the measurement of energy expenditure; knowledge and understanding of muscle physiology: understanding of the anatomy of skeletal muscle, sarcomere function, twitch, tetanus, length-force, force- and power-velocity, and stimulation frequency-force relations, the size principle of motor unit recruitment, rate coding, EMG, electrical stimulation, fibre type related differences in contractile properties, cross-bridge kinetics, excitation contraction coupling, the basic metabolic changes during exercise (changes in ATP and PCr, glycolysis, oxidative phosphorylation, pH); basic knowledge and understanding of human psychology (principles of learning, perception, memory and emotion); knowledge and understanding of mathematics (differential, integral and vector calculus, matrix calculations); basic understanding of and skills in statistics (correlation, regression analysis, Student's t-tests, ANOVA); understanding of and skills in processing digital signals in MATLAB; knowledge and understanding of and skills in common measurement and data processing techniques related to human movement sciences. <u>General academic competencies</u> (refer to https://www.aacu.org/value/rubrics)
critical thinking (Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown) <ol style="list-style-type: none"> quantitative literacy (Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units) |
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<p>b) written communication (Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)</p> <p><u>Personal competencies</u> (refer to https://www.aacu.org/value/rubrics)</p> <p>a) oral communication (Central message is basically understandable)</p>
2. The Admissions Board will investigate whether the applicant meets the admission requirements.
<p>3. The Admission Board can decide:</p> <ul style="list-style-type: none"> - that a student is directly admissible on the basis of the preceding Bachelor's degree, because the Board is convinced that the applicants has the required knowledge, understanding and skills; - that a student may seek admission to the pre-Master's programme (see below) when the student is not directly admissible, because the Board is not convinced that the applicants has the required knowledge, understanding and skills, and the Board is convinced that the applicant can reach the required level through that pre-Master's programme; - that a student is inadmissible, because the Board is not convinced that the applicants has the required knowledge, understanding and skills.
<p>4. In addition to the requirements referred to in the first paragraph, the Admissions Board can also assess requests for admission in terms of the following criteria:</p> <ul style="list-style-type: none"> a. talent and motivation; b. academic attitude and critical thinking.

Article 7.3 Pre-Master's programme

1. Students with a Bachelor's degree in a field that corresponds to a sufficient extent with the subject area covered by the Master's programme can request admission to the pre-Master's programme.
<p>2. The pre-Master's programme typically comprises 30 EC and is made up of the following units of study:</p> <ul style="list-style-type: none"> a. Wiskunde b. Biomechanica c. Verwerken van digitale signalen d. Measuring Movement e. Statistiek <p>The Admissions Board has the right to deviate from the standard programme in terms of content and total number of EC, based on the qualifications of the student and the intended track to enrol in.</p> <p>Students who wish to specialize in Sports Psychology with a Bachelor's degree in Psychology do not have to follow a fixed pre-Master's programme but any deficiency in physiology and/or anatomy should have been eliminated before the start of the programme. This can be achieved for example by following the educational component 'Functionele Anatomie' (6 EC) from the Ba Human Movement Sciences, or 'Humane Anatomie en Fysiologie' (6 EC) at the Faculty of Earth and Life Sciences.</p>
3. A successfully completed pre-Master's programme serves as proof of admission to the specified Master's programme in the subsequent academic year.

8. Interim examinations and results

Article 8.1 Sequence of interim examinations

Students may only start with the Master Research Project after having successfully completed courses for at least 12 EC.

Article 8.2 Validity period for results

- 1 The Examination Board may impose a supplementary or replacement examination for a course for which an examination was passed more than 6 years ago in case the examined knowledge or skills are demonstrably outdated.

Section B2: Programme specific – content of programme

9. Programme objectives, specializations and exit qualifications

Article 9.1 Workload

1. The programme has a workload of 60 EC

Article 9.2 Specializations

The programme has the following specializations:

- Rehabilitation
- Biophysics in Sport
- Sport Psychology
- High Performance Coaching

Article 9.3 Programme objective

The programme aims to achieve the following:

- a. to prepare the student to practice professionally in the field of Human Movement Sciences;
- b. to teach the student specialized knowledge, skills and understanding in the field of Human Movement Sciences and dependent on their specialization mainly focusing on sport or health;
- c. to teach the student communicating at an academic level in the English language;
- d. to prepare the student for academic work in the field of Human Movement Sciences and dependent on their specialization mainly focusing on sport or health;
- e. to promote the academic education of the student, in particular with reference to:
 - (1) independent, academic thought processes and performance;
 - (2) applying specialist academic knowledge in a wider and/or philosophical and societal context;
- f. to stimulate the attention on the student's personal development, promote his or her awareness of social responsibility.

Article 9.4 Exit qualifications

The final qualifications for the programme are described in appendix I.

10. Curriculum structure

Article 10.1 Composition of the programme

1. The programme comprises at least a package of compulsory components including an individual Master Research Project.
2. Additionally the programme can offer:
 - Practical exercises
 - Electives
3. Educational components are categorized as specialized (400), research oriented (500) and highly specialized (600) level.

Article 10.2 Compulsory educational components

A detailed description per educational component can be found in the Study Guide.

Educational component	course code	nr of EC	level
Concepts in HMS	B_CONCEPTS	6	500
Master Research Project HMS	B_MARESPRJ	24	600
Seminar Human Movement Sciences	B_SEMINARH	*	

- Students have to attend at least 12 research seminars organized at the faculty, in which students present their Research Project. Only after fulfilling this obligation the grade for the Master Research Project will be booked. Students can start attending the seminars during the last Bachelor year or the Premaster's programme of the Faculty of Behavioural and Movement Sciences.
If a student fails to attend 12 seminars, an additional assignment will be given by the coordinator of the seminars.

Article 10.3 Elective educational components

1. When a student follows at least 21 EC of one of the following tracks, the track name and description will be mentioned on the student Master certificate supplement. However a student can also choose to do a free track. The free track must have a total of 21 EC of units of study from the Master Human Movement Sciences.

A second track will only be mentioned on the student's Master certificate supplement when a student:

- Completed all compulsory units of study;
- Met the criteria for two tracks mentioned below;
- Performed a second 24 EC Master Research Project.

Track: Rehabilitation (21 EC)

Name of educational component	EC	Course code	Level
Topics in Rehabilitation	6	B_TOPICS	500
Coordination Dynamics: Principles and Applications	6	B_CLINCORDYN	400
Applied Biomechanics*	6	B_APPLBIOMECH	500
Training, Aging and Disuse*	6	B_TRAD	400
Perceptual Motor Learning*	6	B_PERCML	500
Clinical Exercise Physiology**	3	B_CLINEXERC	500
Exercise and Health**	3	B_EXRHEALTH	400

* in period 2 the student chooses one of these three components.

** In period 3 the student chooses at least one out these two educational components.

Track: Biophysics in Sport (21 EC)

Name of educational component	EC	Course code	Level
Maximal Neuromuscular Performance	3	B_MAXNEUR	400
Energy Flow Models	3	B_ENERFLOW	500
Training, Aging and Disuse	6	B_TRAD	400
Applied Biomechanics	6	B_APPLBIOMECH	500
Clinical Exercise Physiology	3	B_CLINEXERC	500

Track: Sport Psychology (21 EC)

Name of educational component	EC	Course code	Level
Current issues in Sport and Exercise Psychology	6	B_CURRISSUES	500
Perceptual Motor Learning	6	B_PERCML	500
Sport Psychology: from Evidence to Application	6	B_SPORTPSYEV	500
Talent Identification and Development	3	B_TALDEVEL	400

Track: High Performance Coaching (21 EC)*(A maximum of 20 students can be admitted per year; selection based on letter of motivation.)*

Name of educational component	EC	Course code	Level
Current issues in Sport and Exercise Psychology	6	B_CURRISSUES	500
Epidemiology and Protection of Athlete Health	6	B_EPIPRAH	500
Applied Biomechanics*	6	B_APPLBIOMECH	500
Perceptual Motor learning*	6	B_PERCML	500
Sport Psychology: from Evidence to Application*	6	B_SPORTPSYEV	500
Talent Identification and Development**	3	B_TALDEVEL	400
Clinical Exercise Physiology**	3	B_CLINEXERC	500

* In period 2 the student chooses at least one out of three educational components,

** In period 3 the student chooses at least one out of two educational components.

Optional courses for all students

Name of educational component	EC	Course code	Level
3D-kinematics	3	B_3DKIN	500
Perception for action	3	B_PERCACTION	500
Sport and Performance Dietetics	3	B_SPPDIET	400
Electromyography	3	B_ELECTROMYO	400
Special topics in Sports Engineering	3	B_SPTOPICS	500
Neuromechanics	3	B_NEUROMECH	500
Entrepreneurship in HMS	6	B_ENTREPREN	400
Data in Sport and Health	3	B_DATASPH	500

2. The student can choose 9 EC in the elective part of the programme. The student is allowed to do extra educational components from the table above or choose one of the educational components in the table below. The student can also choose as electives master educational components from other programmes as long as they widen or deepen the students programme/ at least have the scope, breadth and depth of a regular Master's programme.

Name of units of study	EC	Course code	Level
Practical Internship	6	B_PACINTERN	N.A.
Docentenopleiding*	9 (30)	B_DOCENTHBO	N.A.
Short Literature Review	6	B_SLR	N.A.
Extension Master Research Project HMS**	6	B_EXTINTERN	600

* The educational component Docentenopleiding is taught in Dutch and comprises 30 EC, of which 9 EC can be used in the elective part of the programme.

** The extension of the Master Research Project has to be approved by the Examination Board and supervisor before the start of the internship.

11. Evaluation and transitional provisions**Article 11.1 Evaluation of the education**

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| 1. The education provided in this programme is evaluated in accordance with the (attached) evaluation plan. The faculty evaluation plan offers the framework. |
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Article 11.2 Transitional provisions

By way of departure from the Teaching and Examination Regulations currently in force, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations:

In case a component is dropped from the obligatory study programme, two more opportunities are offered to complete the exam for this component in the next academic year.

Advice and approval by the Programme Committee, on 17 April 2019

Approved by the Faculty Joint Assembly, on 8 July 2019

Adopted by the board of the Faculty of Behavioural and Movement Sciences on 15 July 2019.

Appendix I Final Qualifications MSc. Programme:

Dublin-descriptor Knowledge and understanding:	
Provides a basis or opportunity for originality in developing or applying ideas often in a research context	<ol style="list-style-type: none"> 1. Has knowledge of the current theories and insight in the present research questions in the fields of Sport, Exercise and Health. 2. Can collect scientific information efficiently and is able to correctly interpret knowledge concerning specific topics in the fields of Sport, Exercise and Health. 3. Can develop a research plan in which design, execution and analysis of the study are properly described. 4. Has knowledge of advanced research methods and techniques relevant for the field.
Dublin-descriptor: Applying knowledge and understanding:	
[through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts	<ol style="list-style-type: none"> 5. Has mastered experimental and analysis methods to plan, set-up and execute applied research, particularly in the fields of sport, exercise and health. 6. Can apply HMS related knowledge on societal questions, particularly regarding sport, exercise and health. 7. Can make links between data coming from several fields of research. 8. Can think interdisciplinary, has insight in relevant disciplines.
Dublin-descriptor: Making judgements:	
[demonstrates] the ability to integrate knowledge and handle complexity, formulate judgements with incomplete data	<ol style="list-style-type: none"> 9. Can critically evaluate methods and results of research. 10. Has insight in the scientific and social relevance of the current research in the fields of sport, exercise and health.
Dublin-descriptor: Communication:	
[of] their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue) .	<ol style="list-style-type: none"> 11. Can transmit scientific knowledge orally, using modern presentation techniques and adapted to the public concerned. 12. Can present results of research in writing at the level of a professional journal and uses references correctly. 13. Is able to contribute content wise to scientific discussions concerning the planning of research and interpreting the results. 14. Is able to communicate at level with experts from several fields hereby contributing to linking these fields. 15. Can cooperate in interdisciplinary composed teams.
Dublin-descriptor: Learning skills:	
study in a manner that may be largely self-directed or autonomous	<ol style="list-style-type: none"> 16. Is able to reflect on obtained knowledge and skills. 17. Is capable of evaluating its own functioning and setting own learning aims, both by self-reflection and in conversation with others. 18. Has gained practical experience in doing research during a scientific research project and knows own strengths and weaknesses. 19. Can independently acquire information on the basis of scientific and professional literature and analyse and critically evaluate this information. 20. Has the skill to learn new knowledge and skills independently in a future situation within the framework of lifelong learning.

Appendix II Evaluation plan FGB

Aim

The evaluation of courses and/or groups of courses (minors, learning continuity pathway) is part of the PDCA cycle at the level of the course as formulated in the 'VU toetskader'. Curriculum evaluations are carried out at programme level.

The evaluation of education aims to gain insight into the quality of the education provided and/or the coherence between courses. This insight is used at various levels within FGB to maintain the quality of education and, where necessary, to improve it and to communicate about this to students.

Course evaluations

The courses of the FGB programmes are evaluated annually via the digital evaluation form in VUnet Digitaal Evalueren (DE). Below is described which actors are involved in the evaluation of courses and which tasks these actors have in the process of evaluation.

Student

- Fills in the digital course evaluation form after the course has ended

Course coordinator

- Encourages students to complete the evaluation form
- Makes the evaluation form suitable for his/her course, and includes questions on the exam(s) used in the course
- Responds to students via VUnet on the results of the evaluation and indicates whether and, if so, which changes will be made to the course

Evaluation coordinator

- Monitors whether all courses appear in VUnet DE
- Is available for questions of lecturers regarding the adjustment of evaluation forms
- Saves the evaluation reports
- Processes the evaluation results in an overview sheet
- After each teaching period, makes the overview sheets and the evaluation reports available for programme directors, programme committees and the examination committee

Programme directors

- Inspects the overview sheet and, where necessary, the evaluation reports
- Discusses, where necessary, the course evaluation with the course coordinator, the programme committee and/or examination committee and may take action based on these discussions
- Discusses the course evaluations in general and any taken actions during the annual interview with the portfolio holder for education and the director of education
- Inserts the results of the course evaluations in midterm reviews and critical self-reflections
- Provides, on request, supervisors with input on education for the annual interview with the lecturer

Programme committee

- Discusses the evaluation reports after each teaching period
- Invites, if desired, course coordinators to the meeting of the programme committee to discuss the results
- Provides the programme director with solicited and unsolicited advice on the quality of the courses
- Discusses the course evaluations and any actions taken in the annual report
- Indicates in the annual plan whether there will be special attention for a course or group of courses

Examination committee

- Inspects the overview sheets and, if desired, the evaluation reports
- If necessary, takes action based upon the results of a course evaluation and discusses the action taken with the programme director and course coordinator
- Discusses the course evaluations and any actions taken in the annual report
- Indicates in the annual plan whether there will be special attention for a course or group of courses

Supervisors of lecturers

- Supervisors may ask the programme director of the programme in which the lecturer participates to provide input for the annual interview, in which the interpretation of the programme director forms an important part of the information the supervisor receives

Portfolio holder for education /Director of education

- Discusses course evaluations in a general sense with programme directors during the annual interview
- Discusses the quality of education in the annual education report

Evaluations of groups of courses

Evaluation of groups of courses like minors, learning continuity pathways or methodology pathways, are carried out at the initiative of the programme director, programme committee or examination committee. There are no formats for these kinds of evaluations; a questionnaire must be created by the parties involved and distributed among students. Results of the evaluations are discussed in consultation between the programme director and the programme committee and/or the examination committee and noted in annual reports. Where possible, planned evaluations of groups of courses are included in the annual plan of, for example the programme committee or examination committee.

Evaluation of (parts of) the curriculum

The evaluation of (parts of) the curriculum takes place automatically via VUnet DE. The results are sent by the evaluation coordinator to the programme directors and programme committees and are discussed in consultation between the programme committee and programme director.